

ATSUGEWI SUMMER CAMP

SUMMARY: Students working in small groups perform various tasks necessary for establishing an Atsugewi summer camp.

GOAL: For students to develop an understanding of the Atsugewi Indian way of life and their use of the environment

OBJECTIVES: Students will be able to (1) describe at least three activities involved in setting up an Atsugewi summer camp, (2) name at least three animals that were hunted and explain how these animals were used, and (3) compare and contrast modern camping needs with those of the Atsugewi.

GRADE LEVEL: Third through Fifth

TIME REQUIRED: 60 minutes

LOCATION: Manzanita Lake or Lily Pond Trail

MATERIALS: Student Activity Page (one per group), pencil, paper (lined and unlined), and a clipboard or something to write on. Optional but useful are local natural history field guides about mammals, birds, tracks, and trees.

SUBJECTS: History/Social Science, Language Arts, Science

KEY WORDS: Atsugewi (Aht-zsu-GAY-wee), Survival

BACKGROUND: The Atsugewi people relied on a broad awareness and understanding of the environment to meet their everyday needs. Since no single resource could sustain their people, they used a variety of resources in their quest to survive. This activity provides the students with an opportunity to make decisions based on their awareness of the environment as a survival skill.

It is best to complete the three Atsugewi activities (Indian Acorn Game, Atsugewi Village, and Stick Game) before visiting the park and doing this activity.

INSTRUCTIONAL SEQUENCE: Prior to your visit, engage students in a discussion about a family camping trip. What will they eat? Where will they get their food? How will they prepare it? What will they use for shelter and for sleeping? What clothes will they take? What camping tools and utensils will they need? What other tools and/or recreational equipment might they bring? List responses on charts and post them around the classroom.

Explain that on the field trip the class will be choosing a summer camp like the Atsugewi did in their summer migration to what is now Lassen Volcanic National Park. Divide the class into Atsugewi family groups of five or six students each. Have groups decide on a name for

their family. Go over the Student Activity Page with the students so they clearly understand what they are to do at the park. Go over simple mapmaking skills since each group will make a map of their site. Make sure students are clear about proper behavior and park rules.

When you arrive at the park, define boundaries and time limits. Distribute the Student Activity Page. Have students proceed on the trail in their assigned family groups.

When the students are back in class, post the camping charts the students generated before the field trip. Develop a similar chart based on student experiences in setting up an Atsugewi summer camp. Record all responses and have the students compare and contrast camping today with Atsugewi summer camping.

EXTENSION/ENRICHMENT: (1) Put the maps made by the groups together in an organized presentation and share it with another class or a community group, and/or set up a display for a classroom, school, or community site so others can learn from your experience. (2) Have the students draw a picture of what their Atsugewi summer camp would look like.

ASSESSMENT: Have each student write a narrative or story describing the establishment of an Atsugewi summer camp. Make sure they include information on fishing, wildlife, and other survival considerations. Maps and field notes should also be incorporated into the assessment of this activity.

STUDENT ACTIVITY PAGE

The class is part of the Atsugewi Tribe that has traveled to this beautiful site to spend the summer. This is a new area that scouts have determined to be "a good place" to camp. You will work together in your family groups and select a summer camp location. As a group you will walk the trail looking for the "perfect" site based on the following needs for survival. . Your group will draw a map of the lake or trail area, noting landmarks and places of importance (for fishing or wildlife sightings). Pick one person in your group to be the mapmaker. Place the location of your summer camp on the map. Make sure the map is clear and readable so other classmates can follow it without your help.

You will need to complete the tasks described below so your summer camp will meet your survival needs. Please read them over before starting out on the trail so you will know what to look for before you begin. Each student must take field notes that relate to the tasks. **All tasks required for this activity must be completed by staying on the trail.**

1. Locating a Summer Dwelling Site. Each group must find a good site for setting up their summer camp. There needs to be enough space to make homes for two or three families. Remember, Atsugewi summer houses were small enclosures no more than ten or fifteen feet in length. Make a list of reasons why you chose the spot you did. What makes it a good site? Decide where your houses will go. Draw the location of your camp on your map noting any landmarks.

2. Signs of Wildlife. Will there be any meat on the tribal table if you camp in the area? The animals hunted included deer, rabbits, squirrels, and other small mammals. Mammals provided more than just food; they provided bones, fur, and hides to meet other survival needs. Birds were also hunted for food and feathers. Waterfowl such as ducks and geese were hunted as well as grouse, woodpeckers, and colorful song birds. Look for any signs of wildlife and record what you see. It takes keen observation. **BE VERY THOROUGH!** Remember, the family's survival depends on your skills. Think about what method you would use to hunt the area's different wildlife. Methods included hunting with bows and arrows, knives, or spears, placing nooses along game trails, driving game into large pits, and snaring game. Write down the preferred hunting method next to any wildlife or signs of wildlife you have observed and recorded.

3. Fishing. Fish provide a very important source of food. Locate the best fishing sites for all the different ways Atsugewi fished. Methods included spearing fish with two-pointed or four-pointed spears, fishing with a simple hook or series of hooks attached to a line, and trapping fish in basket fish nets. Fish were also chased into pools created by partial rock dams and then scooped out with baskets and nets. When you find the fishing sites for the different types of fishing techniques, mark on your map where they are and the technique you would use. Note: If your group uses the Lily Pond Trail, you will have to pretend that there are fish in Reflection Lake and Lily Pond; there are no fish in these places.

4. Other Survival Necessities. Look around the area and list anything else in the environment that might be useful in meeting your survival needs. What might you use or make tools from? What plants might be useful and for what purpose? Describe anything you find or discover.